



John Taylor Free School
Accessibility Plan 2020-22

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John Taylor Free School is extremely fortunate in that it is a bespoke, brand new building. Accessibility has been carefully considered at the design stage of the build and has resulted in a modern and welcoming environment for all students, staff and visitors.

Accessibility features already in place:

- one main access point at the front of the school for all visitors. This is clearly signposted.
- once within the building, adequate access points which are clearly signposted and from a range of points to ensure easy departure of the building should it be required.
- wide corridors to allow ease of movement around the school
- one-way system in place for 2020-21.
- excellent lighting to ensure clarity of vision
- walkways outside of the building which have alternatives to steps and allow space to pass
- a lift, central to the building to allow access to each floor
- a room on the ground floor, with a hoist to allow for supported movement
- gender neutral and single toilets to support students, staff, and visitors of any gender
- parking facilities that are specifically assigned to drivers who are classified as disabled
- staff and students will be using many of the accessibility features also available as part of Microsoft 365. This will support users who are dyslexic or who have a visual impairment, for example
- sensory room in place on the top floor
- specific individual needs room with other intervention rooms to support.

Objective	Action	By Whom	By When	Expected Outcome/s
To regularly review the individual needs of the students to ensure they have maximum access to the curriculum.	<ul style="list-style-type: none"> For students with a disability, ensure there is a management plan in place and developed alongside specialist services as required Ensure all relevant staff are aware of the plan and where to access it Review the plan as required, but at least annually 	<p>SENDCo / Assistant SENDCo / specialist advice</p> <p>SENDCo / Assistant SENDCo</p> <p>SENDCo / Assistant SENDCo</p>	<p>When student starts</p> <p>ASAP as student starts</p> <p>As required + annual SEND review meeting</p>	<p>Students and parents feel fully supported.</p> <p>Specific management plan is in place and developed using specialist knowledge.</p> <p>Plan is developed as required so remains specific.</p>
To promote equality through positive role modelling	<ul style="list-style-type: none"> Develop an ethos which promotes equality Deliver inclusion awareness sessions via the PSHE curriculum SMSC is established as part of the Schemes of Learning for all curriculum areas Consideration of displays used, to include students with disabilities Ensure assembly planning, promotes all students, including those with disabilities Consider the reading literature available, to include all genders, abilities, race etc. 	<p>All Deputy HoS</p> <p>All</p> <p>All</p> <p>Deputy HoS</p> <p>Head of Literacy</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All feel fully supported.</p> <p>Open environment.</p> <p>Increased understanding and empathy.</p> <p>Improved aspirations.</p> <p>Reduced prejudice and stereotyping evident.</p>
Objective	Action	By Whom	By When	Expected Outcome/s
Review the access for disabled students and visitors	<ul style="list-style-type: none"> Request feedback from any student or visitor who requires a wheelchair to ensure facility provision is meeting their needs 	Deputy HoS	Ongoing	Allows review of access and further development if required.
To ensure all communication can be accessed by all stakeholders	<ul style="list-style-type: none"> Ensure all communication that is electronic has 'Google Translate' feature enabled Ensure all fonts used are dyslexia friendly and easy to read For any communication that is electronically based, ensure paper versions are available Regularly monitor parental access to system e.g. G4S, Schoolzine, to improve parental engagement and query if access is not in place 	<p>HoS</p> <p>SENDCo</p> <p>HoS</p> <p>Staff responsible for system</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing, but priority at the start of the year and when reports go live</p>	<p>Excellent parental engagement.</p> <p>Equal opportunity to access to all communication from the school.</p> <p>Improved outcomes for students.</p>